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## Introduction to Credit Management

### Student Dissertation

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## SAT: Introduction to Credit Management (Adrian Spriggs)

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[Adrian Spriggs](#)

12 January 2016

### Short Abstract Introduction to Credit Management (Online)

The "Introduction to Credit Management" module I intend to present to the conference is a PowerPoint presentation highlighting the syllabus for the Chartered Institute of Credit Management (CICM) exams in this subject. The intention is to show how this can be performed compared with their current method, which involves a simple textbook and 90 minutes with a tutor but very little interaction from either the student or the tutor. The point is to show CICM how easily this task can be performed.

Therefore, to announce my presentation to the conference, I have devised a short animation using Go animate. According to Wikipedia (2015):

Go animate (formerly stylised as **Go!Animate** until 2013) is a cloud-based platform for making animated business videos. It allows users to develop both narrative videos, in which characters speak with lip-sync and move around, and video presentations, in which a [voice-over narrator](#) speaks over images and props, which may also move around.

I found this to be the most effective medium to highlight my participation in the conference.

### Extra content

### Main Presentation

This presentation examines innovation in e-learning by highlighting what CICM could achieve by using simple, accessible tools to improve their current distance learning educational offering.

Therefore, I will be using a PowerPoint presentation, following this recommendation from Cape Breton University (2012):

It certainly can keep a lecture organised and it can present visuals and audio well. It is great for short videos or animations, for showing charts or graphs, for presenting an outline of content. It is flexible and content can be easily modified.

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As previously mentioned, the main presentation for the conference will use PowerPoint as the primary tool and this will have the following embedded.

Voice over: there will be a voice over for this presentation, as this is beneficial for all students wishing to use this presentation. Also, as this lecture will be recorded, the student can access this content whenever they need to refresh themselves on the topic; or they could download and watch this presentation at any time.

Text: can be used to highlight the important subject matter and to reinforce the ideas being presented.

Animations: these can be used not only to reinforce the idea being portrayed but also to keep the student energised against the monotony of the voice and text.

Quiz: will not only reinforce learning but also break the monotony and keep students interested in the presentation.

Automated slideshow: this is one of the key benefits of using a PowerPoint presentation, as you can upload a whole series of slides and run in time with the narrator.

## Conclusion

I am looking forward to presenting this information at the H818 Conference in September 2016, as I can use this conference to showcase innovation in e-learning using CICM's "Introduction to Credit Management" module as tool to highlight this important area of continual improvement for all credit professionals.

Also please note this poster can be uploaded via the following link

[https://www.youtube.com/watch?v=BHa\\_I-cKmxs&feature=youtu.be](https://www.youtube.com/watch?v=BHa_I-cKmxs&feature=youtu.be)

## References

WIKIPEDIA (2015). GOANIMATE [Online] Available from <https://en.wikipedia.org/wiki/GoAnimate> [Accessed 21/12/2015]

CAPE BRETON UNIVERSITY (2012). Using PowerPoint in [Online] Available Form [classhttp://tlc.cbu.ca/node/20](http://tlc.cbu.ca/node/20) [Accessed 21/12/2015]

ADRIAN SPRIGGS (2016). Introduction to Credit control [Online] Available from [https://www.youtube.com/watch?v=BHa\\_I-cKmxs&feature=youtu.be](https://www.youtube.com/watch?v=BHa_I-cKmxs&feature=youtu.be) [Accessed 03/01/2015]



[Adrian Spriggs](#)

21:28 on 12 January 2016

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Discussion (2)

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[Chris Gray](#)

7:52pm 30 January 2016 [Permalink](#)

Adrian

I like the interactive element of your project and think that animations such as you've produced in 'Go animate' can really engage learners.

Will you be mentioning about when (i.e. at what stage) you think different techniques can be introduced to optimise the effectiveness of the tools. For example, animation, followed by text, then a slideshow and then a few reflective questions in a quiz. Or doesn't it matter?

Have you been able to evidence various research into how effective the blending of various techniques are?

With your project being digital and online will you be able to offer any suggestions on types of electronic feedback to students, e.g. immediate results after a quiz with incorrect answers identified and maybe suggestions in feedback on how to improve? Or is this something that would be part of a further development?

Keeping learners engaged is becoming more difficult due to their rising expectations of what can be achieved through digital media, so utilising a range of more interactive tools is helping to meet those expectations.

Hopefully you won't set us a quiz as part of the presentation!



[Dr Simon Ball](#)

11:32am 14 February 2016 [Permalink](#)

Hi Adrian

Here is a summary of the questions/comments from your presentation - please respond as you wish:

- ▶ Is that 90 minutes over the whole duration of the course?
- ▶ Students must feel very isolated at present.
- ▶ Do all learners want to learn using innovative methods?
- ▶ Quite a lot of pressure on both the student and the tutor to engage for 90 mins on the telephone.
- ▶ A good idea would be to create a sense of community to keep the students motivated
- ▶ Definitely calls for an online forum.
- ▶

- ▶ What platform do you intend to use? Have you started putting it on one?
- ▶ Have you found that students feel a little frustrated by MCQs? They can be great as a quick check, but it's difficult to explore complex themes with them. I used Articulate myself and I found this was an issue.
- ▶ What tool would you use for recorded lectures?  
Would you also hold Webinars?
- ▶ How about a Ning network as used by DPG who provide CIPD training?  
<http://community.dpgplc.co.uk/> Relatively low cost
- ▶ Are students more likely to skip sessions if they're recorded?
- ▶ You could give live briefs to local FE colleges to develop apps for you
- ▶ Can sts access all the resources via mobile?
- ▶ I was going to ask, are there ways of ensuring that students feel part of a 'community'? This is a vital part of motivation in learning, I think. I've discovered this when pursuing MOOCs.
- ▶ Are there already video conferences being used in credit management? - you say part of a wider control network
- ▶ This sounds like an excellent case for innovation - so much that can be done to achieve real benefit
- ▶  
Interesting how different fields develop at different speeds
- ▶ Do the learners want to achieve the qualification or is it inflicted on them? This can impact on how much interactivity they are willing to engage in.
- ▶ I should imagine there would be a high drop out rate due to feelings of isolation. Could you use higher retention figures as a selling point for the innovation you propose?
- ▶ Are these course expensive?
- ▶ start building a portfolio of 'evidence' based upon case studies to wheel out at an appropriate opportunity...
- ▶ Organisations like Ernst Young (EY) are developing lots of 'online training' (not what we might call teaching-learning) in a huge range of fields -- worth seeing if this is one?
- ▶ maybe diversifying the learning design will keep the students engaged,

## Contribute to the discussion

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